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ABSTRACT

Academic standards listed in this guide are based upon national standards as well as a discipline-based art education approach. They are presented and articulated for each grade level from kindergarten through grade 8. They are presented by course or art medium in grades 9-12 to represent the organization of most high school art courses. The guide organizes standards in grades 9-12 by proficient and advanced levels. The guide states that a comprehensive visual arts education will include acquisition of knowledge and development of skills according to the following standards: (1) "History," students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues; (2) students recognize significant works of art and understand the chronological development of art movements; (3) "Criticism," students describe, research, and interpret works of art and artifacts; (4) students identify and apply criteria to make informed judgments about art; (5) "Aesthetics," students reflect on and discuss the nature of art and aesthetic issues; (6) students theorize about art and make informed judgments; (7) "Production," students observe, select, and utilize a range of subject matter, symbols, and ideas in their work; (8) students understand and apply elements and principles of design effectively in their work; (9) students develop and apply skills using a variety of two- and three-dimensional media, tools, and processes to create works that communicate personal meaning; (10) students reflect on, revise, and refine their work using problem solving and other critical thinking skills; (11) "Careers and Community," students recognize a variety of art-related professions and careers in society; (12) students understand how art affects daily life, and identify opportunities for involvement in the arts; (13) "Integrated Studies," students identify and make connections between their knowledge/skill in art and all other disciplines; and (14) students understand the integrative nature of many art forms. (BT)

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ED 449 069

Indiana Academic Standards for Visual Art Grades K-12

SO 032 335

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Introduction: What is Quality Art Education?

Quality art education offers a balance between creating art and responding to art. The components of a quality art education feature these content areas and activities:

History: Students engage in research and inquiry into the historical, social and cultural contexts of art. Through inquiry into art history, students investigate works of art to determine their origins, histories, and meaning, thus providing a sense of world civilizations.

Criticism: Students understand and engage in critical inquiry in order to determine meaning in their work and the works of others. Through critical inquiry students increase their understanding and appreciation of art and its role in society. They develop the visual sensitivity and critical judgement needed to participate in a visually dominant society and to objectively evaluate persuasive visual images.

Aesthetics: Students raise and discuss questions concerning the nature, meaning, and value of art. Through aesthetic inquiry students practice the intrapersonal skills of reflection, reasoning, and logic.

Production: Students respond to observations, feelings, ideas, and other experiences by creating works of art through skillful, thoughtful, and imaginative application of media, tools, techniques, and processes. Through studio activities students discover, experiment, and use problem solving skills to express their values and feelings.

Careers & Community: Students identify methods for connecting artistic concepts, processes and skills to careers in art. Students learn to recognize the role of art in society and begin to identify their responsibility for supporting the artistic heritage of their community.

Integrated Studies: Students make connections between art and other disciplines. They create integrated works utilizing the symbol systems (or sign systems) of different disciplines, and thereby enhance communication. By studying a theme through multiple disciplines, students realize the impact of art upon other disciplines and how the sign systems of various disciplines provide a unique understanding of the world.

The academic standards below are based upon national standards as well as a discipline-based art education approach. They are presented and articulated through each grade level from Kindergarten through grade eight. They are presented by course or art medium (such as ceramics or painting) in grades 9-12, in order to represent the organization of most high school art courses. Standards in grades 9-12 are also organized by proficient and advanced levels.

A COMPREHENSIVE VISUAL ARTS EDUCATION WILL INCLUDE ACQUISITION OF KNOWLEDGE AND DEVELOPMENT OF SKILLS IN THE FOLLOWING AREAS:

HISTORY

Standard 1: Students understand the significance of visual art in relation to the historical, social, political, spiritual, environmental, technological, and economic issues of the time.
Standard 2: Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

CRITICISM

Standard 3: Students describe, research, and interpret works of art and artifacts.
Standard 4: Students identify and apply criteria to make informed judgements about art.

AESTHETICS

Standard 5: Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.
Standard 6: Students theorize about art and make informed judgements.

PRODUCTION

Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.
Standard 8: Students understand and apply elements and principles of design effectively in their work.
Standard 9: Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning and significance.
Standard 10: Students reflect on, revise, and refine their work using problem solving and critical thinking skills.

CAREERS AND COMMUNITY

Standard 11: Students recognize a variety of art-related professions and careers in our society.
Standard 12: Students understand how art experiences affect daily life and they identify opportunities for involvement in the arts.

INTEGRATED STUDIES

Standard 13: Students identify and make connections between their knowledge and skill in art and all other disciplines such as humanities, social studies, science, and technology.
Standard 14: Students understand the integrative nature of many of the art forms including dance, theater, music, visual art, and media arts.

Kindergarten

Kindergarten

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

K.1.1 Understand that art is a visual record of human ideas and has a history as old as humankind.

K.1.2 Speculate on the function of a work of art.

K.1.3 Identify simple icons and subject matter in works of art.

Kindergarten

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

K.2.1 Recognize that art from one artist has a similar look or style.

K.2.2 Identify and distinguish between realistic and non-objective works of art.

Kindergarten

Standard 3
RESPONDING TO ART: Criticism

Students describe, research, and interpret works of art and artifacts.

K.3.1 Describe sensory, formal, technical, and expressive properties in works of art.

K.3.2 Speculate on meaning in a work of art based on personal response and properties in the work.

K.3.3 Use appropriate art vocabulary.

Kindergarten

Standard 4

RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgments about art.

K.4.1 Know that critics are people who study the work of artists and share their ideas so we can see more in the work.

Kindergarten

Standard 5

RESPONDING TO ART: Aesthetics

Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.

K.5.1 Demonstrate curiosity and personal insight through observing and reflecting on a work of art.

K.5.2 Identify art as visual objects made by humans and distinguish between human-made objects and objects from nature.

Kindergarten

Standard 6

RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

K.6.1 Distinguish between realistic and non-objective works of art and recognize the identifying characteristics of both.

K.6.2 Reflect on personal response when determining preference.

Kindergarten

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

K.7.1 Use objects or animals from real world as subject matter for art work.

K.7.2 Create art that expresses personal ideas, interests, and feelings.

K.7.3 Develop personal symbols to express ideas.

Kindergarten

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

K.8.1 Recognize and use elements (such as shape, line, color, and texture) and principles (such as repetition) in their work

K.8.2 Discriminate between types of shapes (geometric), colors (primary/secondary hues), lines (characteristics), and textures (tactile) in their work and the work of others.

Kindergarten

Standard 9
CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

K.9.1 Distinguish between two dimensional and three dimensional works of art

K.9.2 Identify and use media and processes to express ideas, experiences, and stories

including:

DRAWING:
Media: pencils, markers, chalks, crayons, oil pastels
Processes: contour line, rendering
PAINTING:
Media: tempera, fingerpaint, watercolor crayons
Processes: brush techniques, wet-on-wet, wet-on-dry, sponge
PRINTMAKING:
Media: found objects, printing ink
Processes: stamping, monoprint
CERAMICS:
Media: modeling clay, clay substitutes
Processes: pinch and pulled forms, slab, imprinted decoration
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: clay, cardboard, wood, paper, foil, found objects
Processes: additive, subtractive, modeling, constructing
FIBERS:
Media: cloth, yarn, found objects
Processes: pulling threads, weaving, stitchery
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
NEW MEDIA:
Media: computer, interactive computer programs, photography, film

K.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Kindergarten

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

K.10.1 Demonstrate thoughtfulness and care in completion of art works.

K.10.2 Manipulate a variety of media.

K.10.3 Respect their work and the work of others.

Kindergarten

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

K.11.1 Identify what an artist does and find examples of the artist's work in the community

Kindergarten

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

K.12.1 Discuss and identify how and where art is used in their everyday life (such as home, school, or community).

K.12.2 Visit local museums, exhibits, and experience visiting artists in the schools.

Kindergarten

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

K.13.1 Begin to distinguish between products and processes of the visual arts and other disciplines.

K.13.2 Create a work of art using subject matter, concepts, or sign systems (such as words or numbers) of another discipline.

Kindergarten

Standard 14

INTEGRATED STUDIES

Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.

K.14.1 Begin to distinguish between products and processes of the visual arts and other art forms.

K.14.2 Create a work of art using subject matter, concepts, or sign systems (such as words or numbers) of two art forms.

Grade 1

Grade 1

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

1.1.1 Understand that art reflects the culture of its origin.

1.1.2 Identify works of art and artifacts used in the customs, festivals, and celebrations of various cultures.

1.1.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.

Grade 1

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

1.2.1 Recognize and be familiar with selected works of art by identifying the artist.

1.2.2 Identify and distinguish between realistic and nonobjective works of art.

1.2.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.

Grade 1

Standard 3
RESPONDING TO ART: Criticism

Students describe, research, and interpret works of art and artifacts.

1.3.1 Compare two works of art of similar subject matter and describe sensory, formal, technical, and expressive properties.

1.3.2 Speculate on meaning in works of art and support answers with personal response, properties found in the work, and background information.

1.3.3 Use appropriate art vocabulary.

Grade 1

Standard 4

RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

1.4.1 Listen to a critic, artist, or historian talk about art.

Grade 1

Standard 5

RESPONDING TO ART: Aesthetics

Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.

1.5.1 Observe and reflect on a work of art and share personal responses with peers; demonstrate curiosity.

1.5.2 Define art as things made by humans for the purpose of visual pleasure or communication.

Grade 1

Standard 6

RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

1.6.1 Identify art work made from the philosophy that art is at its best when it shows us the real world (imitationalism).

1.6.2 Identify and share personal preferences in art and recognize that people have different preferences.

Grade 1

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

1.7.1 Demonstrate observational skills in art works.

1.7.2 Create art work about self, family, and personal experiences.

1.7.3 Identify and use symbols to express ideas.

Grade 1

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

1.8.1 Identify and apply elements (line, shape, form, texture, and color) and principles (repetition and variety) in their work.

1.8.2 Discriminate between types of shape (geometric and organic), colors (primary and secondary), lines (characteristics and qualities), textures (tactile and visual), and space (placement/overlapping/composition), in their work and the works of others.

Grade 1

Standard 9
CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

1.9.1 Distinguish between two dimensional and three dimensional works of art.

1.9.2 Identify visual characteristics of a medium (see below).

1.9.3 Identify and use media and processes to express ideas, experiences, and stories including:

DRAWING:
Media: pencils, markers, chalks, crayons, oil pastels
Processes: contour line, rendering, sketching
PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of brushes and paint applicators
Processes: brush techniques, wet-on-wet, wet-on-dry, sponge
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil
Processes: stamping, monoprint, rubbings, stenciling, relief
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, coil
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, cardboard, wood, paper, foil, found objects, beads, wire, styrofoam
Processes: additive, subtractive, modeling, constructing
FIBERS:
Media: cloth, yarn, ribbon, found objects
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, photography, film

1.9.4 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 1

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

1.10.1 Demonstrate thoughtfulness and care in completion of art works.

1.10.2 Manipulate a variety of media.

1.10.3 Respect their work and the work of others.

Grade 1

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

1.11.1 Verbalize what an artist does from personal contact with visiting artists or artists from the community.

Grade 1

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

1.12.1 Discuss individual art experiences in daily life.

1.12.2 Visit local museums, exhibits, and experience visiting artists in the school.

Grade 1

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

1.13.1 Identify and distinguish between products and subject matter of visual art and other disciplines (language arts, math, science, social studies).

1.13.2 Demonstrate the ability to create a work of art utilizing concepts, subject matter, or the sign systems (words, numbers) of another discipline.

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Grade 1

Standard 14
INTEGRATED STUDIES

Students understand the integrative nature of art forms including dance, theater music, visual art, and media art.

1.14.1 Identify and distinguish between products and processes of visual art and other art forms (dance, theater, music).

1.14.2 Demonstrate the ability to create an integrated work utilizing concepts, subject matter, and sign systems (image, movement, sound, words) of art and another art form.

Grade 2

Grade 2

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

2.1.1 Identify connections between works of art and artifacts and the culture from which they originated.

2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures and describe their function.

2.1.2 Identify similar subject matter in works of art from various cultures and time periods.

Grade 2

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

2.2.1 Identify the artists of selected works of art.

2.2.2 Distinguish between realistic and non-objective works of art.

2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

Grade 2

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

2.3.1 Describe sensory, formal, technical, and expressive properties in works of art.

2.3.2 Speculate on meaning in works of art based on personal response, properties in the work, and background information.

2.3.3 Use appropriate art vocabulary.

Grade 2

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

2.4.1 Listen to a critic speak about art and identify his or her point of view.

Grade 2

Standard 5
RESPONDING TO ART: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

2.5.1 Construct personal meaning through critical inquiry into a work of art and listen to alternative responses to others.

2.5.2 Identify and discuss major questions about the nature of art; such as, Is all art beautiful? What is beauty? Can art be machine-made? Does art always reflect feelings or mood?

Grade 2

Standard 6
RESPONDING TO ART: Aesthetics

Theorize about art and make informed judgements.

2.6.1 Identify works of art made from the philosophy that art is best when it shows the organization of elements (formalism).

2.6.2 Reflect on personal response when determining preference.

Grade 2

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

2.7.1 Demonstrate refined observational skills in the production of artwork.

2.7.2 Create art work about self, family, pets, and personal experiences.

2.7.3 Create and use symbols in their work to communicate meaning.

Grade 2

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

2.8.1 Identify and apply elements (line, shape, form, texture, and color) and principles (repetition, variety, rhythm, proportion) in their work.

2.8.2 Discriminate between types of shape (geometric and organic), colors (primary and secondary), lines (characteristics and qualities), textures (tactile and visual), and space (placement/overlapping/negative/positive/size), in their work and the works of others.

Grade 2

Standard 9
CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

2.9.1 Identify visual characteristics of a medum (see below).

2.9.2 Identify and use media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:

Media: pencils, markers, chalks, crayons, oil pastels
Processes: contour line, rendering, sketching
PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil
Processes: stamping, monoprint, rubbings, stenciling, relief
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, coil, surface decoration techniques
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, cardboard, wood, paper, foil, found objects, beads, wire, foam
Processes: carving, additive, subtractive, modeling, constructing
FIBERS:
Media: cloth, yarn, ribbon, found objects
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, photography, film

2.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 2

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

2.10.1 Demonstrate evidence of reflection and care in completion of work.

2.10.2 Identify and apply assessment criteria for studio work; such as craftsmanship, control of media, communication of ideas.

2.10.3 Demonstrate respect for their work and the work of others.

Grade 2

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

2.11.1 Identify the roles of artists, docents and guards at museums and galleries.

Grade 2

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

2.12.1 Locate and discuss art in the local community such as town monuments, unique architecture, stained glass, paintings, and murals.

2.12.2 Visit local museums, exhibits, and experience visiting artists in the school.

Grade 2

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

2.13.1 Identify similarities and connections between concepts and subject matter of visual art and other disciplines.

2.13.2 Demonstrate the ability to create a work of art utilizing concepts, subject matter, or the sign systems (such as words or numbers) of another discipline.

Grade 2

Standard 14
INTEGRATED STUDIES

Students understand the integrative nature of art forms including dance, theater music, visual art, and media art.

2.14.1 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theater, or music).

2.14.2 Demonstrate ability to create an integrated work utilizing concepts, subject matter, and sign systems (image, movement, sound, or words) of art and another art form.

Grade 3

Grade 3

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.

3.1.2 Speculate on the function or purpose of a work of art and make connections to the culture.

3.1.3 Identify themes and symbols in works of art from various cultures and time periods.

Grade 3

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

3.2.1 Recognize and be familiar with works of art from a variety of cultures and identify artist and clues to the culture.

3.2.2 Identify and distinguish between realistic, abstract, and nonobjective works of art.

3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.

Grade 3

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

3.3.1 Identify and describe sensory, formal, technical, and expressive properties in the work.

3.3.2 Construct meaning in works of art based on personal response, properties found in the work and background information about the work.

3.3.3 Use appropriate art vocabulary.

Grade 3

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

3.4.1 Listen to multiple responses to a work of art by people from the art world (historians, critics, philosophers, curators) identify criteria used by these people in making informed judgements.

Grade 3

Standard 5
RESPONDING TO ART: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

3.5.1 Respond to a work of art and examine alternate responses of peers to discriminate between statements of facts and those of opinion.

3.5.2 Discuss questions about art and know that all cultures have different beliefs about beauty and art.

Grade 3

Standard 6
RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

3.6.1 Identify artwork made from the artists philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).

3.6.2 Reflect on personal response to a work of art and identify personal preference.

Grade 3

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

3.7.1 Demonstrate observational skills in the production of artwork.

3.7.2 Create art work that communicates personal ideas and experiences.

3.7.3 Demonstrate ability to successfully generate a variety of symbols, and select and refine a symbol that communicates the idea.

Grade 3

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

3.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in their work to effectively communicate their ideas.

3.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary), lines (characteristics and qualities), textures (tactile and visual), and space (placement/overlapping/negative/positive/size), in their work and the works of others.

Grade 3

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

3.9.1 Identify differences between media and the visual characteristics of each medium (see below).

3.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value
PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil
Processes: collograph, relief, frottage (rubbing)
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam
Processes: carving, additive, subtractive, modeling, constructing
FIBERS:
Media: cloth, yarn, ribbon, found objects
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

3.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 3

Standard 10
CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

3.10.1 Demonstrate evidence of reflection, refinement, and care in completion of work.

3.10.2 Identify and apply assessment criteria for studio work (craftsmanship, control of media, communication of ideas) and reflect on the evidence of those qualities in their work.

3.10.3 Demonstrate respect for their work and the work of others.

Grade 3

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

3.11.1 Identify the roles of artists, docents, guards, and curators at museums and galleries.

Grade 3

Standard 12

CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

3.12.1 Identify individual art experiences and how these affect daily life.

3.12.2 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

Grade 3

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

3.13.1 Identify and compare similar concepts or principles found in art and across disciplines (such as symmetry, pattern, or celebration).

3.13.2 Demonstrate the ability to create a work of art integrating concepts, subject matter, or the sign systems (such as words or numbers) of another discipline.

Grade 3

Standard 14
INTEGRATED STUDIES

Students understand the integrative nature of art forms including dance, theater music, visual art, and media art.

3.14.1 Identify and compare similar concepts or principles found in visual art and other art forms.

3.14.2 Demonstrate ability to create am integrated work integrating concepts, processes, and sign systems (such as images, movement, sound, or words) of several art forms.

Grade 4

Grade 4

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; and identify where, when, and by whom the work was made (Focus: Indiana history).

4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture (artifacts from Indiana).

4.1.3 Identify symbols or icons in works of art (icons of Indiana).

Standard 2
Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

4.2.1 Recognize and be familiar with selected works of art from various cultures and identify artist and culture.

4.2.2 Identify styles of works of art as belonging to a specific culture and place.

4.2.3 Distinguish between contemporary and traditional works of art and identify characteristics of both.

Grade 4

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

4.3.1 Analyze sensory, formal, technical, and expressive properties in a work of art.

4.3.2 Construct meaning based on properties found in the work, personal response, and research on the work and its context.

4.3.3 Use appropriate art vocabulary.

Grade 4

Standard 4

RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

4.4.1 Identify criteria used by art critics in determining excellence in a work of art.

4.4.2 Apply criteria in making informed judgements.

Grade 4

Standard 5

RESPONDING TO ART: AESTHETICS

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

4.5.1 Personally respond to a work of art and examine alternative responses from peers to form a logical hypothesis.

4.5.2 Discuss and raise questions about the nature of art, reflect on these discussions, defend personal viewpoints.

Grade 4

Standard 6

RESPONDING TO ART: Criticism

Theorize about art and make informed judgements.

4.6.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, or emotionalism).

4.6.2 Understand that personal preference is one of many criteria used in making informed judgements.

Grade 4

Standard 7

CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

4.7.1 Demonstrate refined observational skills in their work.

4.7.2 Create a work that communicates personal ideas, experiences, or emotions.

4.7.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.

Grade 4

Standard 8

CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

4.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in their work to effectively communicate their ideas.

4.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), and space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Grade 4

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

4.9.1 Identify differences between media and the visual characteristics of each medium (see below).

4.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching

PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting

PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil
Processes: collograph, relief, frottage (rubbing)

CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques

SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam
Processes: carving, additive, subtractive, modeling, constructing

FIBERS:
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes,

Hyperstudio, KidPix

4.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 4

Standard 10
CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

4.10.1 Demonstrate the ability to successfully generate an idea, select and refine an idea, and execute the idea.

4.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.

4.10.3 Demonstrate respect for their work and the work of others.

Grade 4

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

4.11.1 Identify artists in the community.

4.11.2 Identify various opportunities in art related careers (historian, critic, curator, gallery director, display artist, website designer, graphic artist etc).

Grade 4

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

4.12.1 Identify individual art experiences and how these affect daily life.

4.12.2 Analyze and respond to art at local museums, exhibits, arts performances, and exhibited by visiting artists in the school

Grade 4

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

4.13.1 Begin to distinguish between products and processes of visual art and other disciplines.

4.13.2 Create a work of art using subject matter, concepts, or sign systems (words, numbers) of another discipline.

Grade 4

Standard 14
INTEGRATED STUDIES

Students understand the integrative nature of art forms including dance, theater music, visual art, and media art.

4.14.1 Begin to distinguish between products and subject matter of visual art and other art forms.

4.14.2 Create an art work using processes and sign systems (imagery, movement, sound, words) of two art forms.

Grade 5

Grade 5

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture, and identify where, when, why, and by whom the work was made (Focus: North America).

5.1.2 Identify and compare works of art and artifacts with similar functions.

5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray universal ideas and beliefs.

Grade 5

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

5.2.1 Identify and be familiar with a range of selected works of art identifying artists, culture, style, and period.

5.2.2 Identify distinguishing characteristics of style in individual artists work and art movements.

5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological time line.

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Grade 5

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

5.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.

5.3.2 Construct meaning in the work based on personal response, properties found in the work, and background information on the context of the work.

5.3.3 Use appropriate art vocabulary.

Grade 5

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

5.4.1 Listen to multiple critiques of works of art by peers, teachers, people from the art world and identify criteria used.

5.4.2 Apply criteria based on properties found in the work and research from the historical context of the work to make informed judgements.

Grade 5

Standard 5
RESPONDING TO ART: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

5.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternate hypotheses.

5.5.2 Identify and analyze a variety of well reasoned points of view on aesthetic issues (censorship, plagiarism) and develop a personal point of view.

Grade 5

Standard 6

RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

5.6.1 Identify artwork made from the artist's philosophy that art is at its best when it moves people to act for the betterment of society (instrumentalism).

5.6.2 Understand that personal preference is one of many criteria used in making judgements about art.

Grade 5

Standard 7

CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

5.7.1 Demonstrate refined observational skills through accurate rendering of representational objects and subject matter from life.

5.7.2 Utilize new interests, current events, or personal experiences as subject matter in the work.

5.7.3 Generate symbols and subject matter and borrow ideas from an artist's work in order to communicate ideas.

Grade 5

Standard 8

CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

5.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in their work to effectively communicate their ideas.

5.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Grade 5

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

5.9.1 Discriminate between visual characteristics of a variety of media and selectively use these in their work.

5.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling
PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil, textile ink
Processes: collograph, relief (linoleum cutting), silkscreen, etching
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam
Processes: carving, additive, subtractive, modeling, constructing, casting

FIBERS:
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

5.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 5

Standard 10
CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

5.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.

5.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.

5.10.3 Demonstrate respect for their work and the work of others.

Grade 5

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

5.11.1 Identify the roles of artists and critics in the community.

5.11.2 Identify various responsibilities of selected careers in art (illustrator, costume and

set designer, sculptor, display designer, painter, graphic designer, animator, visual editor).

Grade 5

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

5.12.1 Identify individual art experiences and how these affect daily life.

5.12.2 Visit, analyze, and respond to art at local museums, exhibitions, performances, and exhibited by visiting artists in the school.

5.12.3 Identify ways in which the arts are supported in the community.

Grade 5

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

5.13.1 Compare characteristics of a theme, historical period, or event through the multiple perspectives of different disciplines.

5.13.2 Create products or performances (debates, critiques, papers) that communicate in-depth knowledge gained through integrated study of a theme, historical period, or event.

Grade 5

Standard 14

INTEGRATED STUDIES

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

5.14.1 Compare characteristics of a theme, historical period, or event through the multiple perspectives of different art forms.

5.14.2 Create products or performances (debates, critiques, papers, art work) that communicate in-depth knowledge gained through integrated study of a theme, historical period, or event.

Grade 6

Grade 6

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

6.1.1 Analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify what, when, where, and by whom the work was made.

6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.

6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.

Grade 6

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

6.2.1 Identify and be familiar with a range of works of art from major periods identifying artist, culture, style, and aspects from the historical context of the work.

6.2.2 Identify distinguishing characteristics of style in the work of individual artists and art movements.

6.2.3 Identify and compare works of art and artifacts from major periods on a chronological time line.

Grade 6

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

6.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art for meaning.

6.3.2 Construct meaning and support well-developed interpretations of works of art with evidence from the work, personal response, and research.

6.3.3 Use appropriate art vocabulary.

Grade 6

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

6.4.1 Identify a variety of criteria used to judge works of art across cultures.

6.4.2 Understand that personal preference is one of many criteria used in determining excellence in works of art; and, make informed judgements based on personal response, properties found in the work, and research.

Grade 6

Standard 5
RESPONDING TO ART: AESTHETICS

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

6.5.1 Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.

6.5.2 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

Grade 6

Standard 6
RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

6.6.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).

6.6.2 Reflect on personal responses to a work of art and surrounding issues, and identify personal preference.

Grade 6

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

6.7.1 Produce art that demonstrates refined observational skills in drawing from life.

6.7.2 Demonstrate the ability to utilize personal interests, current events, media or techniques as sources for expanding their art work.

6.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.

Grade 6

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

6.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in their work to effectively communicate their ideas.

6.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Grade 6

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

6.9.1 Utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.

6.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:
Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one-point perspective
PAINTING:
Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging, salting, and masking
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil, textile ink
Processes: calligraphic, relief (linoleum cutting), silkscreen, etching, embossing
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgrafitto, wax resist, hand hewn
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper
Processes: carving, additive, subtractive, modeling, constructing, casting,

enameling
FIBERS:
Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope, tie-dye
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

6.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 6

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

6.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.

6.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.

6.10.3 Demonstrate respect for their work and the work of others.

Grade 6

Standard 11

CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

6.11.1 Identify a wide variety of professions related to art such as: artists and

exhibitions, designers and window display, graphic artists and advertisements.

6.11.2 Identify skills required for various types of art.

Grade 6

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

6.12.1 Identify how experiences in galleries, museums, movie theaters, and other arts-related establishments in the community affect daily life.

6.12.2 Analyze and critique art seen at local museums, exhibits, arts performances, and exhibited by visiting artist in the schools.

6.12.3 Identify ways in which the arts are supported in Indiana.

Grade 6

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

6 13.1 Compare similar themes, concepts, or time periods through the multiple perspectives of art and other disciplines.

6.13.2 Create an integrated art product or performance and analyze how integration of disciplines enhances learning.

Grade 6

Standard 14
INTEGRATED STUDIES

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

6.14.1 Analyze how two or more art forms are used together to communicate ideas.

6.14.2 Create an integrated product or performance using two or more art forms to communicate meaning.

Grade 7

Grade 7

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

7.1.1 Identify who, what, when, where, and why a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture.
7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.

7.1.3 Identify, compare, and contrast themes, symbols, and ideas that represent various cultural groups.

Grade 7

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

7.2.1 Identify and be familiar with a range of works of art from major periods of Western art identifying artist, culture, style, and aspects from the historical context of the work.

7.2.2 Research and identify how changes in beliefs, customs, and technology affect artists' styles of work.

7.2.3 Match major works of art throughout time with the approximate time period or movement and defend choices.

Grade 7

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.

7.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.

7.3.3 Expand on and use appropriate art vocabulary.

Grade 7

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

7.4.1 Identify and define the role of the art critic.

7.4.2 Apply criteria in making informed judgements about works of art and defend these judgements.

Grade 7

Standard 5
RESPONDING TO ART: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

7.5.1 Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.

7.5.2 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

Grade 7

Standard 6
RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

7.6.1 Understand that artists have different philosophies when creating art; and, identify and discriminate between works made from different philosophies (imitationalism, formalism, emotionalism, instrumentalism, and institutionalism).

7.6.2 Present logical defense of personal viewpoints or preferences in art.

Grade 7

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

7.7.1 Demonstrate refined observational skills in drawing from life which present accurately rendered subject matter.

7.7.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their art work.

7.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate personal statements.

Grade 7

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in their work to effectively communicate their ideas.

7.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Grade 7

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

7.9.1 Select and utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.

7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:
Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective
PAINTING:
Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking
PRINTMAKING:
Media: found objects, painting ink, styrofoam, stencil, textile ink
Processes: collograph, relief (linoleum cutting), silkscreen, etching, relief (lino-cuts)
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn
SCULPTURE/ARCHITECTURE/JEWELRY:
Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting,

enameling
FIBERS:
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

7.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 7

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

7.10.1 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation.

7.10.2 Identify connections between their work and similar works of art for the purpose of identifying criteria and revising and refining of their work.

7.10.3 Demonstrate respect for their work and the work of others.

Grade 7

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

7.11.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects.

7.11.2 Identify skills needed in various art-related professions.

Grade 7

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

7.12.1 Identify contributions that artists and art-related professionals have made to society.

7.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.

7.12.3 Identify ways one can become actively involved in supporting the arts in the community.

Grade 7

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

7.13.1 Compare similar themes, concepts, or time periods between art and other disciplines.

7.13.2 Create an integrated product or performance and analyze how integration of disciplines enhances knowledge.

Grade 7

Standard 14
INTEGRATED STUDIES

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

7.14.1 Analyze how two or more art forms are used to communicate ideas.

7.14.2 Create an integrated work of art using two or more art forms.

Grade 8

Grade 8

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

8.1.1 Analyze who, what, when, where, and why a work was made; and the relationship of a work of art to the historical, environmental, technological, and political contexts of the culture in which it was created.

8.1.2 Analyze how the function of art in our society has changed over time.

8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.

Grade 8

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

8.2.1 Identify and be familiar with a range of works from Western and non-Western cultures identifying culture, style, and aspects from the historical context of the work.

8.2.2 Identify common stylistic features from art of one culture or time period.

8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

Grade 8

Standard 3
RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

8.3.1 Analyze artist's use of sensory, formal, technical, and expressive properties in a work of art.

8.3.2 Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work.

8.3.3 Expand on and use appropriate art vocabulary.

Grade 8

Standard 4
RESPONDING TO ART: Criticism

Students identify and apply criteria to make informed judgements about art.

8.4.1 Identify and define the role of the art critic.

8.4.2 Apply criteria in making informed judgements about works of art and defend these judgements.

Grade 8

Standard 5
RESPONDING TO ART: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

8.5.1 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.

8.5.2 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

Grade 8

Standard 6
RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

8.6.1 Understand that artists have different philosophies when creating art; and identify and discriminate between works made from different philosophies (imitationalism, formalism, emotionalism, instrumentalism, and institutionalism).

8.6.2 Present logical defense of personal viewpoints or preferences in art.

8.6.3 Identify the role of the aesthetician.

Grade 8

Standard 7
CREATING ART: Production

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

8.7.1 Create works of art based on sensitive observation from real life and personal experience.

8.7.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their art work.

8.7.3 Utilize themes and symbols that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in their work.

Grade 8

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively in their work.

8.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and

unity) in their work to effectively communicate their ideas.

8.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one, two, and three point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Grade 8

Standard 9

CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

8.9.1 Selectively utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.

8.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING:
Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective
PAINTING:
Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking
PRINTMAKING:
Media: found objects, printing ink, styrofoam, stencil, textile ink
Processes: collograph, relief (linoleum cutting), silkscreen, etching, relief (lino-cuts)
CERAMICS:
Media: modeling clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn
SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier mache, clay, plaster, fiber cardboard, wood paper, foil, found

objects, beads, sand, balsa, wire, foam, copper, foam core
Processes: carving, additive, subtractive, modeling, constructing, casting, enameling
FIBERS:
Media: cloth, yarn, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik
MIXED MEDIA:
Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief
NEW MEDIA:
Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in programs such as Artrageous, Open Eyes, Hyperstudio, KidPix

8.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Grade 8

Standard 10

CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

8.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in the completion of work.

8.10.2 Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation utilizing established criteria.

8.10.3 Demonstrate respect for their work and the work of others.

Grade 8

Standard 11
CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

8.11.1 Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, architects.

8.11.2 Identify components of professional art portfolios.

Grade 8

Standard 12
CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

8.12.1Analyze ways experiences in the arts connect to other life experiences.

8.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.

8.12.3 Identify ways one can become actively involved in supporting the arts locally and nationally.

Grade 8

Standard 13
INTEGRATED STUDIES

Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

8.13.1 Analyze connections between the use of skills and processes in art (problem solving, critical thinking, observational skills) and other subject areas, and analyze how integration of disciplines enhances learning.

8.13.2 Create works (art work, debates, critiques, journals) that communicate in-depth knowledge gained through the power of integrated study.

Grade 8

Standard 14
INTEGRATED STUDIES

Students understand the connections between many art forms including dance, theater, music, visual arts, and media arts.

8.14.1 Analyze how the various art forms are integrated to clearly communicate an idea.

8.14.2 Create an integrated work of art incorporating processes, skills, or sign systems of another art form.

Grades 9-12

Note: Standards for grades 9-12 are arranged by achievement levels. Proficient and advanced levels refer to applicable areas within each content area. For example, the academic standards for history in ceramics apply to the content of ceramics history, whereas production standards in ceramics apply to production processes in ceramics such as handbuilding or wheel throwing.

Grades 9-12

Standard 1
RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.

H.1.1 PROFICIENT: Identify connections between major world events and issues and the ways artists have responded to these through their work.

ADVANCED: Hypothesize about future developments in the arts based on current political, economic, technological, environmental, and historical trends.

H.1.2 PROFICIENT: Identify function and how it relates to the history, aesthetics, and culture of the work.

ADVANCED: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.

H.1.3 PROFICIENT: Identify iconography in an artist's work or a body of work and analyze its meaning.

ADVANCED: Analyze how forms and icons have been borrowed and modified through the ages.

Grades 9-12

Standard 2
RESPONDING TO ART: History

Students recognize significant works of Western and non-Western art and understand how art developed over time.

H.2.1 PROFICIENT: Recognize works of art and identify them by artist, period, style, and geographic location.

ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.

H.2.2 PROFICIENT: Identify characteristics of style in the work of an artist or movement and describe how style is influenced by the culture and time.

ADVANCED: Assign works to time periods or movements based upon style.

H.2.3 PROFICIENT: Identify works from major movements and time periods and place them upon a time line.

ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective.

Grades 9-12

Standard 3

RESPONDING TO ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

H.3.1 PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art.

ADVANCED: Analyze how the visual organization of the work affects the communication of ideas and suggest alternatives.

H.3.2 PROFICIENT: Construct well-supported interpretations of works of art using problem solving and critical inquiry (reflecting on various interpretations, evidence presented in the work, and its cultural context).

ADVANCED: Construct insightful, convincing interpretations of works of art by identifying problematic features, forming theories, and evaluating alternative theories.

H.3.3 PROFICIENT: Use appropriate art terminology when discussing their own works and the works of others.

ADVANCED: Use appropriate art terminology when discussing their own works and the works of others.

Grades 9-12

Standard 4

RESPONDING TO ART: Criticism

Students identify and apply standards to make informed judgements about art.

H.4.1 PROFICIENT: Examine established criteria and develop personal criteria for determining excellence in the work.

ADVANCED: Compare and contrast statements about a work of art from people in the art world (historians, critics, artists, curators) with personal criteria.

H.4.2 PROFICIENT: Demonstrate the ability to make informed judgements about the characteristics, functions, meaning, and purposes of art and artifacts, and defend these judgements.

ADVANCED: Demonstrate the ability to make convincing, informed judgements about the characteristics, functions, meaning, and purposes of art and artifacts, and present well-supported defenses of these judgements.

Grades 9-12

Standard 5

RESPONDING TO ART: Aesthetics

Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.

H.5.1 PROFICIENT: Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.

ADVANCED: Demonstrate reflection and sustained attention to complex problems in works of art by articulating well-supported hypotheses and judging the adequacy of other hypotheses.

H.5.2 PROFICIENT: Engage in philosophical inquiry into the nature of art or aesthetic issues alone or with others.

ADVANCED: Engage in philosophical inquiry into the nature of art or aesthetic issues alone or with others.

Grades 9-12

Standard 6

RESPONDING TO ART: Aesthetics

Students theorize about art and make informed judgements.

H.6.1 PROFICIENT: Identify and apply theories of art when making informed judgements about works of art.

ADVANCED: Identify works of art that are not congruent with established art theories, and explore other theories that could explain them.

H.6.2 PROFICIENT: Listen to and read alternative responses to works of art from peers, artists, and philosophers.

ADVANCED: Research puzzling works of art that challenge one's personal artistic preferences and identify personal criteria for judging excellence in art.

H.6.3 PROFICIENT: Analyze the views of an aesthetician.

ADVANCED: Analyze and compare writings of aestheticians.

Grades 9-12

Standard 7

CREATING ART: Production

Students observe, select, and use a range of subject matter, symbols, and ideas.

H.7.1 PROFICIENT: Demonstrate skill in observation from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.

ADVANCED: Demonstrate skill in observation from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter and demonstrate personal style.

H.7.2 PROFICIENT: Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.

ADVANCED: Select subject matter, symbols, and ideas to communicate personal statements and describe the origin of symbols and why they are of value in art works.

H.7.3 PROFICIENT: Identify the origin, function, and meaning of symbols used in their work.

ADVANCED: Borrow symbols from art and describe the origin, function, and value of these functions in their personal work.

Grades 9-12

Standard 8
CREATING ART: Production

Students understand and apply elements and principles of design effectively.

H.8.1 PROFICIENT: Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform their own work.

ADVANCED: Create multiple solutions in works that demonstrate competence in producing effective relationships between elements, media, and function.

H.8.2 PROFICIENT: Create works of art that use specific principles to solve visual problems.

ADVANCED: Create works that use specific elements, principles, and functions to solve problems and communicate ideas.

Grades 9-12

Standard 9
CREATING ART: Production

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

H.9.1 PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

ADVANCED: Begin, define, and solve challenging visual problems, demonstrating skill and in-depth understanding of media and processes.

Grades 9-12

Standard 10
CREATING ART: Production

Students reflect on, revise, and refine work using problem solving and critical thinking skills.

H.10.1 PROFICIENT: Demonstrate thoughtful revision and refinement of original work based upon reflection upon critique, practice, and research.

ADVANCED: Finalize an artistic idea by demonstrating fluency, flexibility,

elaboration, and originality.

H.10.2 PROFICIENT: Initiate and define multiple solutions to problems in original work by means of reflection, analysis, synthesis, and evaluation.

ADVANCED: Initiate and define multiple solutions to visual arts problems by means of reflection, analysis, synthesis, and evaluation.

H.10.3 PROFICIENT: Demonstrate respect for one's own work and the work of others.

ADVANCED: Demonstrate respect for one's own work and the work of others.

Grades 9-12

Standard 11

CAREERS AND COMMUNITY

Students recognize a variety of art-related professions and careers in our society.

H.11.1 PROFICIENT: Identify connections between visual arts education and potential job offerings in the community.

ADVANCED: Document and create a visual arts career plan based on portfolio, shadowing of an artist, and an investigation of educational possibilities.

H.11.2 PROFICIENT: Identify criteria of professional portfolios for art school and reflect on strengths of their own art portfolio.

ADVANCED: Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.

Grades 9-12

Standard 12

CAREERS AND COMMUNITY

Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

H.12.1 PROFICIENT: Identify the knowledge and skills gained in art experiences that transfer to daily life.

ADVANCED: Identify the knowledge and skills gained in art experiences that transfer to daily life.

H.12.2 PROFICIENT: Visit and critique art at local and state museums, exhibits, movie theaters, and other arts-related establishments and analyze the effect of these experiences upon daily life.

ADVANCED: Visit and critique art at local and state museums, exhibits, movie theaters, and other arts-related establishments and analyze the effect of these experiences upon daily life.

H.12.3 PROFICIENT: Know the responsibilities of and the need for individual art patrons in the community.

ADVANCED: Identify service opportunities for supporting the arts in the community and become actively involved.

Grades 9-12

Standard 13

INTEGRATED STUDIES

Students identify and make connections between students' knowledge and skill in art and all other subject areas including humanities, sciences, and technology.

H.13.1 PROFICIENT: Compare characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines.

ADVANCED: Synthesize the creative and analytical principles and techniques of the visual arts and selected other disciplines.

H.13.2 PROFICIENT: Demonstrate ability to create works (such as art work, debates, critiques, or journals) that communicate in-depth knowledge gained through the power of integrated study.

ADVANCED: Demonstrate ability to create works (art work, debates, critiques, or journals) that powerfully communicate in-depth knowledge and understanding of a concept through integrated study.

Grades 9-12

Standard 14
INTEGRATED STUDIES

Students understand the ways art forms (visual arts, dance, music, theater, and media arts) are related to each other.

H.14.1 PROFICIENT: Compare the materials, technologies, media, and processes of the visual arts with those of dance, music, media arts, or theater.

ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of the visual arts and other disciplines.

H.14.2 PROFICIENT: Demonstrate the ability to create works that integrate media, processes, concepts, or sign systems (i.e., sound images or words) of other art forms.

ADVANCED: Demonstrate the ability to create works that integrate media, processes, concepts or sign systems of other art forms in a way that powerfully communicates in-depth knowledge gained through integration.